

Assessment is defined as the process of gathering evidence about a student's knowledge of, ability to use, and disposition toward the area under study, and of making inference from that evidence for a variety of purposes.

Evaluation is defined as the process of determining the worth of, or assigning a value to, something on the basis of careful examination and judgment.

Evaluation, therefore, is one of the uses of assessment information.

<u>Some terms:</u>	Formative	vs.	Summative
	Process	vs.	Product
	Authentic	vs.	Decontextualized

The Assessment Standards:

1. Assessment should address the things that all students need to know and be able to do.

Assessment should get at the important things. Effort to write national standards and to adopt these for state and again for local needs are helpful here.

2. Assessment should enhance learning.

Although assessment is done for a wide variety of reasons, the main goal is to advance student learning and inform teachers as they make instructional decisions.

3. Assessment should promote equity.

Assessment should promote equity by giving each student optimal opportunities to demonstrate their understanding and by helping each student to meet high expectations.

4. Assessment should be an open process.

Prior to formal assessment, students should be informed about what they need to know, how they will be expected to demonstrate that knowledge, and how the results will be used. This information should also be publicly available. All aspects of the mathematics assessment process should be open to review and scrutiny.

5. Assessment should promote valid inferences about learning.

Evidence from assessment activities should yield valid inferences about students' learning. A valid inference is based on evidence that is adequate and relevant. Using multiple sources of evidence can improve the validity of the inferences made about student learning.

6. Assessment should be a coherent process.

Assessment procedures should fit with the purposes of instruction (e.g., we don't test for conceptual understanding with a test that has naught but procedural items.). The phases of the assessment process should be consistent with one another.

